

UNIVERSITY GRADUATES COMPETITIVENESS IN ASEAN ECONOMIC COMMUNITY ERA (AN ANALYSYS OF CURRICULUM RELEVANCE AND COMPETENCY BASED ON SKKNI)

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Abstract

One of the greatest challenges of higher education is preparing the graduates competencies to compete in the real world. Currently these competition not only takes place within the country. The ASEAN Economic Community Era enables more open competition among countries. The public relations higher education graduates competence was formed by framework curriculum design. Yet every higher education has diverse policies. These fact make a implication questionable how competitive are public relations higher education graduates in Indonesia? Portrait of competitiveness is obtained by compare the curriculum of higher education with the competencies set by the government in the Indonesian National Work Competence Standards (SKKNI) of Junior and Senior Section. With the approach of bottleneck analysis (BNA), this study is aimed to criticize the curriculum application as well as the provision of supporting resources to improve the public relations competence of higher education graduates.

Keywords: ASEAN Economic Community, Competence, SKKNI Public Relations

INTRODUCTION

One of the problems of the Indonesian nation today is the lack of quality and important human competence. Conditions that will affect Indonesia's competitiveness with other countries in the world. If observed, the education sector has a significant value is the education sector. Unfortunately, the trend of human development success indicators in the education system has not been comprehensive in applying qualitative measures such as morality, reason, and competence

To improve the quality of human resources comprehensively as a long-term future for the better future of the nation and state of Indonesia, competence is needed. Efforts to build human resources Indonesia can be done through improving the quality of education, the ability to communicate effectively. Therefore, it needs a foundation that can be an alternative for the intended changes, among others, by incorporating a paradigm of competence in education in order to improve the competitiveness of educational institutions in Indonesia.

Research results of the Institute of Management Development (IMD) in 2015 show Indonesia's rank in the workforce and actors in the world tuurn 16 ranks from the 25th class in 2014. In 2015, Indonesia ranked 41st, well above. such as Singapore, Malaysia, and even Thailand. Indonesia's position is also only slightly better than the Philippines. According to Ngasuko (2016) in the survey of the leading business education in Switzerland, the readiness factor of human resources is the most dominant factor contributing to the decline in the rank of Indonesian labor force in 2015.

Indonesia's potential is huge, with the world's fourth largest population and natural resources

(SDA). With such capital, Indonesia has the opportunity and can be very big to be able to become a developed and big nation can process these resources effectively and efficiently in the implementation of Asean Economic Community (MEA).

In running the ASEAN Economic Community (MEA), the Indonesian government has made several efforts to improve local workers' readiness and acts. These efforts include setting 85 Indonesian national job competence standards (SKKNI) and 725 accreditation of training centers and private job training institutions (LPKS) (2016, republika.co.id).



Competence is needed not only in the context of the nation's competitiveness, but also in resolving the problems and challenges that must be faced in the world of work. Because the world of work requires every individual has the endurance and capability in the face of intense competition, task demands, uncomfortable working atmosphere and relationship problems with others. Such problems in the world of work are not a matter that requires only their intellectual ability, but in solving the problem adequate competence.

In a high-performance world, competencies can be developed through a variety of approaches, one of which is a classroom learning process that enables everyone to be ready to deal with trends in globalization, rapidly changing technological (information or other) developments. Opportunities for students is during the education process will be able to hone the competence of young people are high.

This study is an introduction to the importance of the University to measure the success of competency level of university graduate candidates in facing MEA from the application of curriculum and competency scheme.

CONCEPTUAL FRAME

Human Resources Competencies. For most people the development of kompetensi is still an abstract word. Basically the development of compensation is not merely motivation or creativity development in the world of work. Self-development is a broad topic because there is time management, personal goal setting, creative thinking, self healing, motivation, problem solving and much more.

The development of competencies within an organizational context is part of an individually chosen career plan (Simamora, 2001: 504). In the process, each individual will perform a continuous

learning process that can be used to determine the existence of career opportunities in the future and develop the potential that exists within him (Allred, 1996).

As part of career development that needs to emphasize on the learning process continuously, personal traits play an important role. Some important traits include flexibility, integrity and trustworthiness. These three traits are personal traits that must be considered in an increasingly collaborative and competitive environment.

Mulder and Judith (AERA, 2008) the way to get a competency profile is to start with a role and to determine the outcome and consequently competence for that role. Jobs prepared by students often consist of more roles (such as research, design and consultation). This role is explained and the next output is being formulated. These are services and products such as analytical reports, research instruments, test results, articles, presentations and instructions. Finally, on this basis, competencies are defined. This is the ability of the role holder to be able to realize the relevant output. Competence can be formulated at a general level, but also at a very specific level. While formulating competencies in university education, over-generalization and over-specialization should be avoided.

Competencies are described in the profile of graduates, including in the course through innovative methods of education and subsequently students need to be assessed to determine whether they adequately achieve the required competencies. There are various testing methods or assessments for self-assessment, assessment by independent appraisers or 360-degree feedback. Designing personal development plans (PDPs) can be used to inform students about competency control in the curriculum. In the PDP agreement can be registered on the priority of competence to be developed, and strategies to make it happen, such as training, workplace learning, coaching, and irregularities.

Many institutions are currently in the standard stages and development assessment procedures. Some have been through the pilot stage, others still have to think of ways in which they will make the competence they specify can be tested.

Antonacopoulou and Fitzgerald (1996) mentions competencies consisting of the unique properties of each individual being expressed in the interaction process with others in a social context, so not only limited to specific knowledge or skills or expected performance standards and behaviors shown. So competence includes attitudes, perceptions and emotions and emphasizes the factors of personal and social interaction.

Talking about our competency problem does not have to be based on formal education but must be really from the expertise that is owned. The current information and document management official who is a relic of old is upgraded again by providing training. Training provided in addition to technical issues but also on content and mechanisms and service procedures so that the government has a standard procedure of service.

In addition, they need to be given training in the form of soft skills so that people can enjoy good service and friendly. And most important, trained officials are placed in the appropriate positions. The wellbeing of the information and communications management officer should also be rewarded. What is also important is how leaders can identify resources that have potential and good at utilizing their potential.

Professionalism. Personality is a dynamic organ within an individual whose psychophysical system determines how he or she looks in conforming to the environment so he knows what can be done and what can be expected from him who has the motivation to achieve the predetermined goal and not work half-time but until complete. Where he works or lives that contribute and positive suggestions for the goal can be achieved optimally and assumes responsibility for every assigned task (Assumpta, 2004).

Self-development is an exciting endeavor for individuals who aspire for good quality in life. Self-development is a continuous and sustainable process. This is a long process with careful planning. The development of a potential self-development plan needs to be planned systematically.

Nowadays that not only is the intellectual excellence necessary to achieve success but it takes a different kind of skill to be at the forefront. Research written by Boyatzis (2001) that finding the right people in the organization is not easy, because what is needed by a company is not just a better

educated person or a talented person. There are psychological factors that underlie the relationship between someone with the organization.

Teaching and learning for this subject should be more meaningful if the lecturer integrates many elements in either the content or the subject approach. Indeed, many of the lecturers in this study demonstrate that the effective use of teaching aids motivates students and changes their attitudes toward learning Malaysian Studies.

As student achievement is attributed to their attendance and participation in class activities, the organization of this academic subject in an interesting way is essential. Overall, the current study recommends that lectures should build good relationships with students as it creates an exciting and fun class platform for studying Malaysian Studies (Mohd Mahzan Awang, 2013).

Institutions are also responsible for creating a process mechanism for the cultivation of competencies from learning outcomes. As conveyed by Astri Gina (2017) This institution has provided knowledge sharing in activities. such as meetings, workshops, public classes and journals that are well organized and organized on a regular basis. The literature emphasizes that encouraging capacity building among academic staff through various programs is important. Such activities include; conferences with experts; workshops on practical applications and case studies, creation of practical communities to teach materials development and experiments in educational organizations, discussions with students and the academic community on teaching and learning practices, student orientation, mentoring and mentoring, curriculum development and pedagogical coordination, and use of blackboard systems and other ICTs. (Henard & Roseveare, 2012)

Student engagement is a very important predictor of student learning and success. The institute also asserts that student involvement can be a good key to the overall quality of education. In short, student involvement is a very important predictor of educational output such as student achievement and student skills. Based on the above, student involvement as a proxy of the accounting learning process can be correlated with the international accounting competence of graduates and student achievement (Yanto, 2015)

Psychological factors that affect one's ability in the organization include the ability to self-manage, initiative, optimism, the ability to coordinate emotions in themselves, and have the competence. The general criteria for the development of personality maturity described by Maria Assumpta Rumanti: 2004 are as follows:

1. Ability to actualize himself to be independent.
2. The ability to see oneself objectively can understand and recognize itself as it really is.
3. Have a view of life that can bring his actions in a certain direction.
4. Respect others for having basic feelings to give humanity attention.
5. Be able to distinguish tools and goals and open to new experiences in order to enrich science.
6. Having a falsafi humor which means humor spontaneously without having to hurt others (Derrick Casey in Ubaedy An 2008).

Soft Skills include: personal qualities - eg responsibility, confidence, social skills, management (self-control), and integrity or honesty; and interpersonal skills, such as participating as a group member, teaching (sharing knowledge) to others, serving customers, leadership, negotiation skills, and being able to work in diversity.

Individual development is influenced by two factors, namely innate factors and environmental factors. Hereditary factors include physical-biological potential and psychological mental potential. Both of these potentials brought someone from birth. The second factor which also gives a great influence to one's personal development is the human environmental factor, both the social environment, the cultural environment, and the natural environment.

According to Stephen Covey, to write a personal statement or mission, it must begin at the very center of our circle of influence. The center of our most basic paradigm. Each individual has a paradigm or center that is typically owned by a person that influences the four basic dimensions of man, namely wisdom, security, guidance and power.

In relation to this research, students are seen as developing individuals and leading to the

profession according to the current course of study. Nowadays individuals interact with the development of information technology such as internet including social media. Their interaction in social media will not be lost but can be tracked or now known as internet track record.

Standart Competency. One of the most important elements in human resource management is man as a form of capital or capital as other forms of capital, such as machinery, technology, land, money, and materials.

Human as human capital is reflected in the form of knowledge, ideas (ideas), creativity, skills, and work productivity. Unlike other forms of capital that are only treated as tools, this human capital can invest itself through various forms of human resource investment, including formal education, informal education, work experience, and health (Fattah, 2004).

Human capital is a very important component in the organization. Man with all his abilities when deployed entirely will result in a remarkable performance that contributes to the organization.



KEY FINDING

As Early As 2016, The Asean Economic Community (Mea) Agreement Or The Asean Free Market Has Been Enacted. The Enforcement Of The Mea, Of Course, Encourages Asean Member Countries To Prepare Themselves, Not To Mention Indonesia That Must Be Ready In An Effort To Improve The Competitiveness Of Several Major National Industrial Sectors.

In General, The Government Has Prepared A General Strategy Of The Field Of Employment In The Face Of The Mea. First, Improve The Quality And Competitiveness Of Indonesian Workers Compared To Other Asean Workers. Second, Implement The Acceleration Of The Implementation Of The National Work Training System (Sislatkernas) That Aligns The Development Of Competency Standards With Competency-Based Training Programs And Competency Certification. Third, Develop And Implement Equality Recognition Agreements Or Mra (Mutual Recognition Agreements) Within Asean.

The Government Has Issued Presidential Instruction (Inpres) Number 11 Year 2011 On The Implementation Of Aa Blueprint Commitment. In The Era Of Mea The Flow Of Goods And Services Between Countries In Southeast Asia Will Go Unhindered. This Is Certainly A Global Challenge That Will Be Faced By Domestic Industry Actors, Including Public Relations (Hurabarat, 2016).

For That Effort To Qualify For College Graduates In Indonesia, The Government Has Issued Presidential Regulation No. 08 Of 2012 On The Indonesian National Qualification Framework (Kkni) And Its Annexes, Which Become The Reference In The Preparation Of Graduate Learning Achievements From Every Level Of Education Nationally.

Furthermore, It Has Been Issued Presidential Regulation No. 08 Year 2012 And Act No. Pt. 12 Of 2012 Article 29 Paragraph (1), (2), And (3) Have An Impact On The Curriculum And Its Management In Each Program. The Curriculum initially refers to the achievement of competence to be referring to the achievement of learning (learning outcomes).

With this KKNI is expected to change the way people look at one's competence, not just a diploma but by looking at the national-agreed qualification framework as a basis for the recognition of a widely accessible (formal, informal, or in formal) outcome of education.

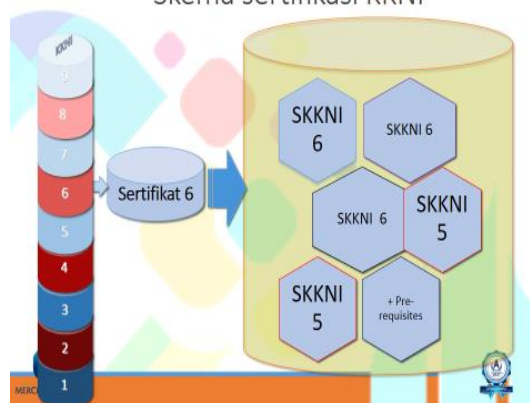
KKNI provides guidelines for quality assurance of learning achievement. In addition, KKNI and its certification help the PTS to convince the society and society in general that the learning achievement is in accordance with the standard. KKNI ensures equality or more learning achievement with the required qualifications of the industry.

(1) Skema Sertifikasi KKNI



KKNI provides certainty to prospective students that PTS has competitiveness. KKNI and professional certification provide career path (which is sure for students according to their choice). KKNI and its certification ensure the achievement of professional qualification since in higher education.

Skema sertifikasi KKNI



DISCUSSION

In the world of education, SKKNI also used as a reference for the development of student competence. As a national professional competence certification system, SKKNI is a collection of

procedures and resources to conduct certification process in accordance with its certification scheme, to issue work competency certificates including its maintenance.

Currently, the University has a professional competency certification activity program that obtains a license from BNSP after meeting the requirements set to implement the certification of work competence.

LSP must be a legal entity, a part of a legal entity, or a legal entity so that it can legally account for its certification activities. The body or certification body established by a government institution by itself is a legal entity according to the status of the government institution.

LSP licensed to operate only in the certification scheme in accordance with the scope of the license granted by BNSP. The categories are included in the LSP of Party 1, Institute of Education / Vocational: established by the vocational education institution for its students during the learning process. Completeness of competence in CPB is a requirement of students can apply for competency test. The results will be obtained in the form of Certificate of Companion Certificate (SKPI), with the form of competence certificate issued by National Agency for Certification of Profession (BNSP).

The challenge now is only 10% of the 4,200 universities in Indonesia who have been able to issue professional certification for their graduates (www.pikiranrakyat.com).

Universities that already have LSP only 50, who still filed 175, the rest do not have.

Professional certification is needed in the world of foreign work in various countries, such as in the Middle East, America, Europe, and. Nowadays for personnel from the Philippines, Malaysia, India and China all have a certificate of professional certification and are recognized and have an impact on his opinion.

While the workforce of Indonesia is still many that have not been certified so that the price of labor so cheap.

Another problem is that universities are not easy to establish LSP. It needs big cost and sufficient infrastructure. Plus the campus policy and the dedication of curriculum managers and scheme developers.

This is evidenced even though the government through BNSP and Kemenristek Dikti have socialized, opened the technical guidance class of LSP formation, still also achieve success 10%.

BNSP explained that the establishment of LSP on campus is a must, in addition to the mandate of the 12/2012 Act.

LSP is encouraged to issue competency certificate of competence of higher education institution in their field. This certificate of competence is included in the category of SKPI (Certificate of Companion of diploma).

1. Own office infrastructure
2. Having a working plan in accordance with Indonesian National Competency Standards (SKKNI) and Special SKK.
3. Having an assessment device, test materials, and BNSP-trained assessors
4. Have a place Competency Test (TUK)

For that required a breakthrough from universities to have LSP in proving the competence of graduates.

RESULT

Conclusion. The Relevance Of Curriculum Applied In Universities Has Not Been Closely Matched
With The Competence Scheme Of The Government.

This Management Requires The Active Role Of Professional Certification Institutions That Should Be
Owned By Universities In Indonesia. Only 10% Of Total Universities In Indonesia.

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Universities.

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